

AMERICAN JOURNAL OF EDUCATION

UNIVERSAL EDUCATION—THE SAFETY OF A REPUBLIC.

VOL. VII.

AUSTIN, MAY, 1874.

No. 5.

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AUSTIN, MAY, 1874.

No. 5.



E. W. KIRKPATRICK, Editor.

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IT WILL DO GOOD.

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REVOLUTION IN COURSE OF STUDY.

BY WM. T. HARRIS.

IS not the educational problem of the choice of a course of study a simple and practical one, involving only the questions of the practical wants of the business community, and of the duties of citizenship in this country?

It is, indeed, a very practical problem, but not for that reason at all simple, as any one may see for himself by a glance at the history of education, and more especially by a review of the changes in progress, at this date, everywhere in this country and in Europe. A man cannot start from St. Louis and visit the cities on his way east—Cincinnati, Philadelphia, New York and Boston, without having all his preconceived notions as to a science of Pedagogy shaken from their foundations. He cannot read the different educational periodicals, or the reports of School Boards, or the critical reviews of the leading newspapers and magazines, without astonishment and dismay, if he is a thoughtful man. The theories presupposed he will find to vary all the way from that of Rousseau—that civilization is an excrescence which education should assist to remove—up to its opposite, that civilization embodies the ideal of humanity, and that education is to initiate him into the theory and practice of the same. Armed with one presupposition or the other, and frequently with both, these "friends of progress," or these critics of the established order of things, charge down upon us with their gratuitous advice, as to the conduct of the popular system of education. The consequence of all this is a manifold change of methods and subjects taught. Indeed, it seems as though education were subject to the same dialectic movement as fashion in the world of clothes. To-day short coats or small bonnets are the fashion; soon, by an imperceptible gradation through different characteristic peculiarities, we come to the fashion which delights in long coats or large bonnets.

A few years ago (about 30?) "Mental" or "Intellectual" Arithmetic be-

came the fashion. No educator could lay stress enough on the immense advantages of it as a means of training or disciplining the mind. It "taught the pupil to reason," and one would have us believe that a generation of very reasonable beings would have been the result of so much mental arithmetic as has been taught in our schools from that day to this. The fashion of mental arithmetic has lasted just one generation, now it is leaving our schools as rapidly as it entered them. On all hands we are told of the absurdity of going through so many steps in the process of solution, and of the uselessness of learning problems relating to all imaginary business subjects; finally we have pointed out to us the important fact that mathematical reasoning does not relate to cause and effect at all, and that it cannot help logical reasoning on any concrete subject, and this is proved by an analysis of the mathematical syllogism into its three identical propositions, (A-A-A) and a comparison of it with the ordinary syllogism wherein the propositions are not identical (A-B-C). But the cultivation of the power of abstract attention through mental arithmetic remains as its great pedagogical merit, but probably will not save it in the sudden reaction toward another extreme.

As a further example, Grammar may be adduced; a few years since, parsing was the great school accomplishment. The ability to classify words under a number of categories, called "parts of speech," and to name their accidents and syntactical relations, was thought to possess great value as a scholarly accomplishment. This fashion prevailed its thirty years and changed slightly toward the semi-logical analysis of the sentence, which has struggled for twenty years to solve the discord between itself and the old system of parsing. To find a system of "Analysis" that should furnish a logical basis for the division into parts of speech, and for the "Rules of Syntax," or to bring up the system of parsing to the logical standard of analysis, has been the object of many a new book that, since 1850, has won its way to extensive use and then

dropped out of sight. Within the past five years the tendency has been to make an English Grammar on the basis of comparative philology, using the accidents of the Anglo-Saxon to explain those of modern English. Another movement at the same time has been in progress to substitute for grammar a series of composition exercises called "Language Lessons." Together with the latter movement we have the strongest condemnation of grammatical instruction in parsing or analysis. The grounds urged against the latter are chiefly the following ones: (a) to parse or to analyze does not give the pupil the ability to use his language fluently, gracefully or correctly; (b) the study of grammatical parsing or analysis is, in effect, the study of logic, and is too difficult for pupils in the common schools; (c) the text books in use (or to be found) are so defective and contain so much contradictory matter, (the result of the unsuccessful attempts alluded to—to harmonize systems of analysis with the old system of syntax), that no pupils can profit by the study of them.

Thus, as far as grammar is concerned, Pedagogy is in a very unsettled state. It is not so easy a question to answer as the one concerning mental arithmetic in our schools. For Philology, or the study of language, is in the very foremost rank of modern sciences, and possesses enough hold on the scientific interest in the community to defend itself vigorously from any attack made on its representative in the common school course of study. But in order to do this consistently, it has been obliged to modify the text-book and introduce the historical element of etymology; hence, the explanation of the recent tendency to change grammar into a study of the history of the accidents of the language. As modern Philology was in its first scientific stage (that of Grimm), a study of phonetic variation; and in its second scientific stage (that of Bopp), a study of the derivation and significance of accidents, (declension, comparison and conjugation: Each of these involves a pronominal affix;—the declension of nouns is accomplished through the

affix of pronominal adverbs expressing relation to the speaking subject, *e. g.*, here, there, etc; adjectives and adverbs are compared by adverbial affixes denoting reciprocal relation; verbs are conjugated by affixes denoting personal relations. The whole system of accidents is shown by Bopp and his followers to arise through the penetration of the expression of personality into language; the third scientific stage of Philology may, perhaps, be regarded as its *psychological* stage, which will first investigate the connection of psychological expression with the physical action of the organs of speech, and finally consider the problem of the relation of language to logic. Inasmuch as the influence of Philology upon our grammatical text-book appears to proceed just now solely from the second scientific stage, that of the history of accidents, it is clear that a very material change is to be expected in the text-books used and the results obtained from this branch as taught in our schools. One cannot form a conjecture when the psychological influence in the study of language will again reinstate in favor the study of its logical analysis, or of its syntactical relations.

COMPULSORY EDUCATION IN ILLINOIS.

Editor American Journal of Education:

I DISCOVER by an editorial in your last issue that you are in favor of inflicting upon the good people of Illinois a compulsory education law. Now the "state of things which is set forth in the Illiteracy Statistics of the census of 1870," if properly interpreted, doesn't demand anything of the kind. This is very apparent, if we but make a simple comparison between the illiterate adults and those of a school going age, the latter numbering but about three per cent. of the former.

It should be remembered that many of the illiterates enumerated by the census takers (219,952) are old and worthy citizens, who spent their childhood in Illinois at a time when the free school system was not upon the statute book—when trained muscle was in far greater demand than cultivated brains—when men were honest and industrious, and taught their children to be like them.

True, that some of these "old settlers," who have earned the appellations of Squire, Judge, and perchance Hon., as legislators, and at the time, no doubt, served the people well, notwithstanding they could read never a word of their "rulings" and speeches as they appeared in the papers, remain unconvinced. It may also happen that from their primitive standpoints they still denounce learning as a fraud and fit only for knaves, and all that. But what of it? Young America thinks not so.

Again, for many years Illinois has been considered a good State to emigrate to, and as no property or educational qualifications have been imposed, the poor and uneducated have flocked hither in great numbers; the

former to find homes on our broad prairies, and the latter to find for their children educational privileges which they themselves had never enjoyed, for, "the inevitable school-house on the Illinois prairie," has become proverbial the world over.

Education is popular in Illinois. The masses are alive to its necessities. The illiterate man says: "My child shall not be as ignorant as I am." Indifference is crowded almost altogether to the wall, and public opinion compels the indifferent ones to give their children, at least, a rudimentary education.

Statistics, carefully prepared by Superintendent Bateman, (who, by the by, is committed to compulsion) fully sustain the above conclusions. In 1872, according to the statistics, the number of persons between twelve and twenty-one who were unable to read and write was 6,753; or, about three-fourths of one per cent. of all those of school-going age. The causes assigned are indigence, ill-health, feeble-mindedness, neglect of parents, schools not accessible. It must be remembered, also, that many of these brought their inability to read and write from other States and countries.

By taking into the account some of those hindered by the aforesaid causes—those between six and twenty-one who have no need to be in school—the young women between sixteen and twenty-one who are either married or "too big" to go to school, also the young men of similar ages who are engaged in business, learning trades, or earning supports for fatherless families, it is no difficult matter to account, with legitimate excuses, for the greater portion of the 21 per cent. who, according to Mr. Bateman's figures, failed to respond to roll-call in any of the schools in 1872.

Notwithstanding these facts before us, and taking into consideration our rapid increase in population, the infancy of our school system, the many obstacles with which we have had to contend, the inertia to be overcome, and the grand results already achieved—why should we at this time fly to compulsion, as if the means already employed had proven futile and it was necessary to make one more desperate effort before giving over the cause as a grand failure.

Very much, it is true, remains to be done. Our schools need improving. We need school directors who can take common sense views of things. We need teachers with educational qualifications and training superior to the average of the present. But no one will deny that we are moving forward with a force that is perpetually accelerating our progress, so that as a State—as the integral part of a great nation—as a people exercising the rights of citizenship, we are in far greater danger of blundering through the machinations of the semi-learned demagogue, who succeeds in convincing even the educated and intelligent of his eminent fitness for positions high and responsible, than we are through the ignorance of the three-

fourths of one per cent. who seem to be growing up to manhood and womanhood without a knowledge of the graceful Spencerian lines and curves and of the delectable ways of McGuffey and Noah Webster.

Surround an obstreperous school-boy on three sides and cut off his retreat on the fourth, and he is almost sure to yield with an "if" and a proviso. So it is with the originators of this idea of compulsion; they have sung the failure of the free school system through all the keys and to all the tunes from the far famed and time honored Old Zip Coon to the latest grand Oratorio, and when compelled to succumb, it is with the genuine pride of the school boy that they offer terms of capitulation, which terms are—if and provided a compulsory law is added.

Whatever your necessities may be in Missouri and other States, I am sure that in Illinois we neither need nor desire such a law, so pray do not urge it upon our Solons to cumber our statute book with the useless thing.

Sincerely, OSCAR F. MCKIM.
Decatur, Ill., Feb. 21, 1874.

OUR LARGE BOYS.

Editor American Journal of Education:

A FRIEND says that it does no good to visit the schools.

I do not concur. I have asked the opinion of teachers, and they all say: "We wish the parents and friends of education would come in oftener; it does us good, gives confidence to the pupils, stimulates the mind, gives us a jog out of the ruts, and makes us feel that somebody is caring for us."

In accordance with such expressions, I make it a point to visit schools whenever convenient. I am a country parson, and though not, as was once the custom, appointed on the visiting or examining committee, I still consider it no less a duty than a privilege to drop into the schools now and then.

Having just returned from such a visit, I will give an off-hand account of the call. I was driving near a country district school house; it was the time of the afternoon recess; large boys, or rather young men of no infantile proportions, were making marks of each other for snow-balls. I concluded to test their manners by driving through the squad, thinking that my horse might serve to divert some of the balls. Not so. All were respectful as I tied the animal to the post. Had the school been in a village, or larger town, some signs of boisterous rudeness might have been expected.

I thought the teacher must have been one of those young men, but on entering the building I found that gentleman was much less in stature, and of paler face, than the brawny farmers' sons.

Good order prevailed, and attention to study. When about to go, the teacher invited "some remarks." Modesty did not prevent our speaking, and the text was at hand as embodied in those stalwart young men. Notwithstanding the graces, the bloom

and usual attractions of the "girls' side" were not wanting on this occasion, the speaker's thought and interest were mainly with the boys, and to them he addressed a few words, something like these:

"Young men—It is said that the teacher of Martin Luther, at Eisenach, never entered the school-room without taking off his hat and bowing to his scholars. When some one expressed surprise at such condescension, he replied: 'There are among these youth those whom God will one day raise to the rank of burgomasters, chancellors, doctors and magistrates.' I am aware that the majority of people pass by the school house on the other side, not thinking that they have any personal interest in such an institution. Do not count me among the priests and levites in any such mode. I am interested in these young men. You, also, are to be the future law-makers and farmers. I have a peculiar respect for you just now, for this reason, viz.: that you do not consider yourselves too large nor too old to attend school, and that a district school.

"It is hard for you to leave your farm work and devote yourselves to study. The transition is very great from plows to pens, and from bush-grubbing to books, and it will be no easy thing to concentrate your thoughts upon the school studies, so as to keep up with those who go to school in summer as well as winter. But never mind; don't be discouraged. You are better off with your broad shoulders, though you may not be very learned, than are those with feeble constitutions and a large stock of book knowledge. Besides, you do not study for school, but for life; and a good physical constitution is a great item of stock for a young man to set out with—better than money alone, better than learning alone. But at the same time, you should try to master these studies. A knowledge of arithmetic may prevent you from being cheated in trade. If you know how to spell, your correspondent will not charge you with ignorance and want of schooling, and geography will give you a comprehension of the world you live in. In short, a good education will give you power and success in life. To make a comparison, I refer to the tools used on your farm. With a dull scythe or ax you work at a disadvantage; there is hard work with little result. With a sharp instrument you accomplish more and with less labor. So, in life, a dull, uncultured mind lives and labors at a disadvantage all along. The educated man gets position, gets money, name and fame with comparative ease. Such a man can take advantage of circumstances. He is like the boy with the sharp ax. Trees of difficulty that lie athwart his pathway shall soon be cut away, and he marches on in the road to success.

However, mere intellectual culture—mere book knowledge—is not enough. There is a moral or heart culture worth more than all else. For if we are immortal, it is true wisdom

to discover the conditions, if we can, of future happiness. If this is not the only part of our life, every true and honest man will ask how to secure lasting happiness.

I cannot now take your time to give you my views of this other and more important matter, but will simply refer you to the book that really combines all knowledge and wisdom, that is the Bible."

As a result of my half hour in the humble school-room among the big boys, I was invited to call again, and also to meet the young people and others next week, and to give them an evening lecture, which I shall very gladly do, hoping to discuss the question, not of mere book knowledge, but of what is the highest wisdom for an immortal being? E. N. A.

HOW TO STUDY HISTORY.

Editor American Journal of Education:

THERE is no study more suitable to aid in preparing our children for good citizens than the history of their own country. It becomes, therefore, the duty of all teachers to provide for a method of teaching the same. But in how many schools—especially in country schools, where most of the pupils are educated—is this important branch sadly neglected! The common objection is, that there are either no pupils sufficiently advanced, or else that there is not time enough for it. It is the object of my lines to suggest a plan by which both of the above objections may be met, and which would not alone be beneficial to country schools, but also to our graded city and town schools. It is this: Let some publisher get up a set of about twenty-five or thirty illustrations, say about 18x12 inches, with a few words of explanation of the picture below it. Let these be mounted on strong card board and varnished. The pictures should be so arranged as to form a good outline of the history of the United States. They would, of course, have to be fictitious, and any good designer could easily get them up. For example, No. 1 to represent the landing of Columbus. There is sufficient material to give an attractive and comprehensible illustration. Below the picture should be, in brief and plain language, legible to any child in the third or fourth reader, an explanation of the design. Thirty illustrations would be plenty. Let us now take these cards and suspend them on our school house walls, within the reach of the children. Let all pupils have free use of them, and every teacher will already perceive the result. It would place this interesting study within the boundaries of object teaching, which is the basis of all primary instruction. Besides the usefulness of the illustrations, they would be a worthy ornament for every school-house.

Any teacher acquainted with the results of the so fastidious task of memorizing history would at once welcome such a publication. The cost of the whole set would not exceed \$5. What school could not afford it?

THEO. ADELMANN,
Principal Public Schools, Red Bud,
Illinois.

HOW TO TEACH ARITHMETIC.

BY S. A. FELTER.

IN the following papers we purpose to discuss the topics usually included in common arithmetic, and to give only such methods of instruction as have stood the test of the classroom, in Normal, graded or ungraded schools. We shall endeavor to point out as clearly as we are able *why* such methods are used. We have no new, untried theories to advance or defend, but simply to add emphasis to what is already advocated by our most prominent educators. To make our suggestions as practical as possible, we shall give suggestive lesson sketches, and suggest methods of preparation, recitation and criticism, in the class exercises.

To so clearly develop the system that the teacher can readily follow the steps of the course, it will be separated into grades, sections, steps and lessons, and in connection with each grade the prominent principles that seem to underlie it will be given.

PRIMARY GRADE.

SECTION I.

STEP I.—NOTATION.

Objects.—1. To lead the children to the perception of the idea of numbers as exemplified in surrounding objects.

2. To teach the word by which they may express each number which has been learned.

3. To teach the character or characters by which they may represent each number that has been learned.

4. To educate the hand to form the character which represents the number thus learned.

Principles.—1. Develop the idea, then give the term; educate the eye, then employ the hand; cultivate the use of language, then exercise the memory.

2. Proceed from the known to the unknown; treat of the particular, then of the general; investigate the concrete, then the abstract; study the simple, then the complex.

3. First use synthesis, then analysis. This may not, necessarily, be a logical order, but it is the *order of nature*.

Plan.—1. Successively to develop the idea of each number, from one upward, by taking each separately in order, and by exhibiting the corresponding number of objects, or pictures of objects.

2. To have the children exhibit a number of objects, and, if necessary, the teacher to name the number.

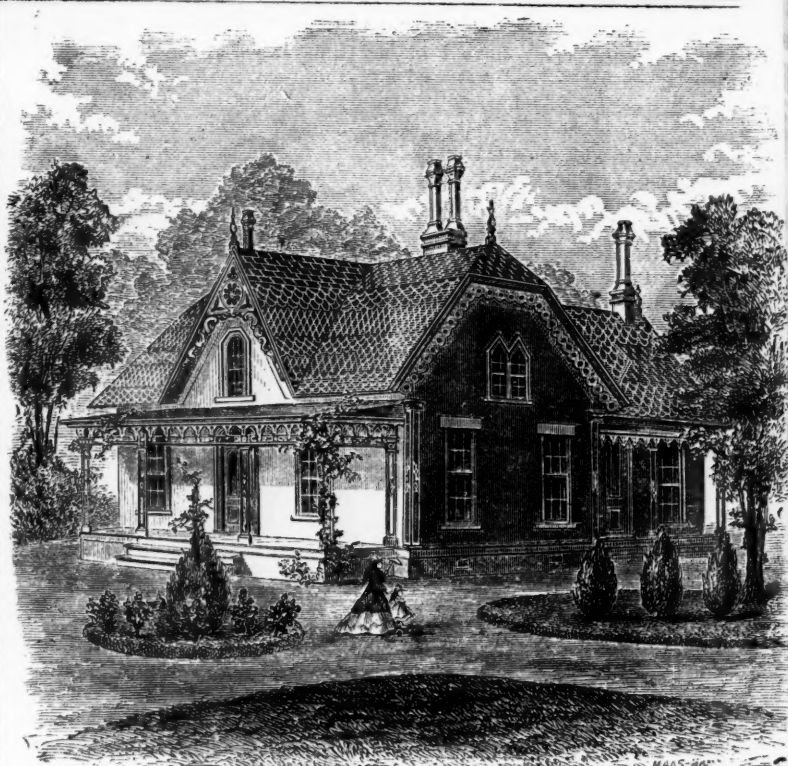
3. To have the teacher exhibit a number of objects, and the children to name the number.

4. To have the children count the objects in consecutive numbers, ascending and descending, until correctly performed.

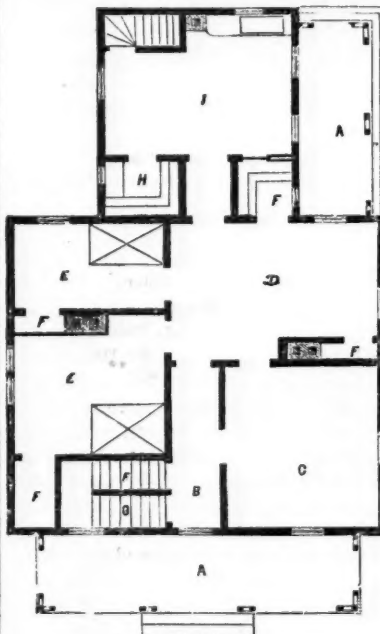
5. To have the children instructed in reading the characters representing each number.

6. To have the children instructed in forming the characters representing each number.

7. To have the children instructed in the use of the language by which numbers and the relation of numbers are expressed.

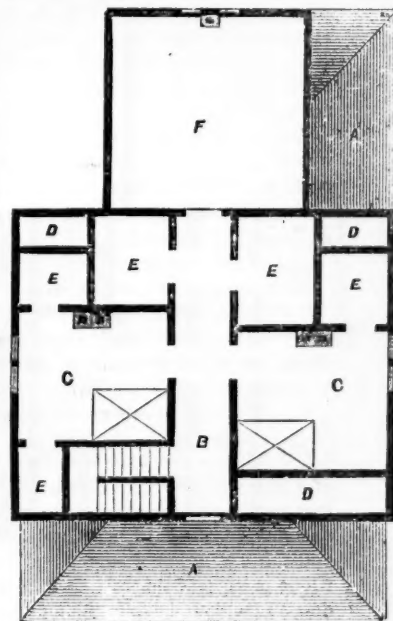


A Country Cottage—Cost \$2,000.



PRINCIPAL STORY.

A—Verandah, 34x37.
B—Hall.
C—Parlor 13.6x14.6.
D—Dining Room, 10x12.
E—Bedroom, 7.6x13.6.
F—Closets, 3.5x6.
G—Stairs.
H—Pantry.
I—Kitchen.
F—China Closet.



ATTIC STORY.

A—Roof of Verandah.
B—Hall.
C—Chambers.
D—Closets.
E—Attic.
D D D D—Spaces.

8. To have the teacher, if necessary, give a summary of facts learned, and the children fix it in the memory by repetition.

In the lesson sketches the following abbreviations will be used:

R. C.—Repetition in Concert—in which all the children recite together.

S. R.—Simultaneous Recitation—in which all the children raise hands, and the teacher designates the child to give the answer.

S. A.—Simultaneous Answer—in which all answer together.

I. R.—Individual Recitation—in which each child recites alone, the remainder of the class acting as critics.

STEP I.

Object.—To develop the idea of numbers from one to ten consecutively.

Lessons.—To develop the idea of one, by the use of objects.

Illustrations.—Require each of the children to go out of doors and bring in one something—one stone, or one stick, or one leaf, etc. Passing to the head of the class, the teacher takes an

object from one of the children and says: "How many have I in my hand?" S. A.—"One." "One what?" "One stone." "And here?" "One leaf." "And here?" "One chip," etc. "Will you show me one pencil? One book? One finger? One ear? The class may clap their hands once. Charles, will you bring me one boy? One girl? Will one boy take his seat? One girl?" etc.

"Who can tell what I have made on the blackboard? Mary may tell." S. R.—"A fish." "How many fish?" "One fish." "Is it real fish?" "No." "Can it swim?" "No." "Can it bite a hook?" "No." "How does it differ from a real fish?" "A real fish is alive, but this fish is not." "What is it of a real fish?" "It is a picture of a fish." "What is the difference between a fish and a picture of a fish?" [A little girl.] "A real fish is good to eat, but a picture of a fish is only to look at." "When you look at a picture of a fish, what do you think of?" [A little boy.] "A big buffalo fish brother Jim caught last Saturday." "What, then, is the use of the picture of a fish?" [Harry.] "To make us think of real fishes." That is correct. Now R. C.—"Pictures are used to represent things." [Require the repetition until committed to memory.] The above and following lessons should not occupy over ten minutes each.

Lesson 2.—To develop the idea of one abstractly, and to teach the character representing one.

Illustration.—The teacher points on the board as follows:

One FIG. One CAT. One DOG.

And pointing at the first, asks:

"What does this make you think of?" S. R.—"One pig." "And this?" (Pointing to the second.) "One cat." "And this?" "One dog." "When you look at the picture of a fish, what do you think of?" S. R.—"A real fish." "When you look at the picture of a pig, what do you think of?" "A real pig." "I have printed the words *one fish*, on the blackboard; what do you think of when you look at it?" "The picture of a fish." "What else do you think of beside the picture of a fish?" "A real fish." "What do you think of when I point to this?" "A real cat." "And this?" "A real dog." "How many real pigs do you think of?" "One." "How many real cats?" "One." "How many real dogs?" "One." "Now I have rubbed out the words *pig*, *cat* and *dog*. What do you think of when I point to the first?" "One." "To the second?" "One." "To the next?" "One." "One what?" [No answer.] "To the first I have printed the word *bird*. Now what do you think of?" "A bird." "How many?" "One bird." "I have erased the word *bird*—now what do you think of?" "One." "What other words could I write in place of bird?" "Cat, cow, pig, fish," etc. "How many cats would be represented?" "One." "Cows?" "One." "Pigs?" "One." "What, then, does one make you think of?" "One of any kind of

things." "Correct. One is sometimes called a *unit*. What, then, does a unit make you think of?" "One of any kind of things." "Give an example." "One cow, one horse," etc. "A unit is used to represent one of any kind of things."

"I have printed *one pig* on the blackboard; what could I put in the place of the word one, to make you think of one?" [A little boy.] "A picture of a pig." "If I should make the picture of a pig, what would you think of?" "One real pig." "What could I put in the place of the word *one*?" [No answer.] "Would you like to know? [All hands raised.] I will make it on the blackboard; look sharp. What is it?" "The figure one." "When you look at the figure one, what do you think of?" "One pig." "I will erase the word pig; what do you think of now?" "One of any kind of things." "In how many ways can we show one thing on the blackboard?" "Three." "What is first?" "By a picture." "Next?" "By words." "Next?" "By a figure and a word." [The class make rows of ones on their slates for the next lesson. The teacher should request the children to bring from home two objects of the same kind for the next lesson.]

Lesson 3.—To develop the idea of two concretely, then abstractly, finally to instruct the children to form the figure two.

Illustration.—What has Mary in her hand?" "Two pins." "What has Eddie?" "Two beans." [In this way the teacher passes around the class to ascertain whether each pupil has presented the proper number.] "What have I in my hand?" "Two grains of corn." "What now?" "Two apples." "What now?" "One nut." "What now?" "Two nuts." "How many buttons have I laid on the table?" "Two." "Charlie may place two books on the table. Susan may place two pencils on the table. Each of the class may take two grains of corn from the table, and place them on his desk. Count them." R. C.—"One grain, two grains." "Each pupil may bring one grain of corn to the table. Each may bring the other. Return to your seats. Each child may raise two hands. One hand. Show one finger; one thumb; your two eyes; your two noses." S. R.—"We can't." "Why not?" [William.] "Because we have only one nose," etc. "What have I made on the blackboard?" "Two fishes." "Are they real fishes?" "No, sir; they are only pictures." "For what do we use pictures?" "To make us think of real fishes." "What else beside pictures could I put on the board to make you think of real fishes?" "Words." "What can I put in the place of the word two?" "The figure two." "Who can make the figure two on the blackboard?" [Several hands raised.] Edward—[He makes a figure one.] "Is he right?" S. A.—"No." "Ella may try." [She makes the right figure, but several hands are raised.] Julia—"It is too small." "Will

Thomas try?" [He makes a figure out of proportion; hands raised.] Susie—"Tain't good." [Hands are raised.] Martha—"Susie ought to say 'It is not good,' instead of 'Tain't good.'" [The teacher here makes a remark about the use of the words *ain't*, *tain't*, etc.] "Susie may place it on the board." [A number of children required to make the trial.] Now each child may make a row of ones on his slate and a row of twos beside the ones. [The children required to bring in the class three objects of the same kind for the next lesson.]

Lesson 3.—To develop the idea of the number three.

Illustration.—"How many things have you brought me to-day?" "Three." "Each child will count the things he has brought, placing them on my table. Mary may commence." I. R.—"One bean, two beans, three beans." John—"One leaf, two leaves, three leaves." Each child may write the figures one, two and three on his slate, as I have written them on the blackboard, thus:

1 2 3	1 2 3
1 2 3	1 2 3
1 2 3	1 2 3
etc.	etc.

NOTE.—In the same manner develop the idea of the numbers to ten. It is better not to do more than this, as there is danger that the child may not comprehend groups of objects greater than ten. At this stage of instruction, every figure and number should be closely associated with the objects they represent, that any error may be immediately corrected by the experience of the senses, that distinct, positive and accurate conceptions may be formed in the mind. The lessons should be entirely oral, and without the use of a text book. The teacher should provide himself with a box filled with grains of corn or other objects, in addition to the objects the children may bring into the class.

Topeka, April 20, 1874.

EDUCATION ABROAD.

MISS MARY E. BEEDY, formerly a teacher in the St. Louis High School, in a letter to the St. Louis Republican from Bristol, England, says:

"Having now addressed fully one hundred public audiences in England, Ireland and Scotland, I feel at liberty to speak of the way an American is received here. Last winter I gave, in fifteen of the large cities of the three kingdoms, a lecture on 'The Joint Education of Young Men and Young Women in the American Schools and Colleges,' the substance of which appears in a late number of the Westminster Review, under the title of 'The Education of Women in America.'

"I was invited to prepare this lecture by some of the leading educational ladies of the country, with a view to getting the subject of 'mixed education,' as it is called, discussed in some of the more advanced centres of thought. Leeds was the first place chosen, and the Ladies' Educational Committee were asked to invite me to give the lecture under their auspices. The subject itself frightened some of them, and when it came to be known that I was an American the matter was all over. Victoria Woodhull and Dr. Mary Walker at once rose up before them as the types of advanced American women. Those inter-

ested in the scheme sent to my personal friends for testimonials of my fitness to speak on the subject, and though these seemed to be satisfactory, the ladies thought it not prudent to undertake the lecture.

"This manifestation of national distrust made me very anxious to get what I considered the valuable results of our experience in this matter before the British public, and an American friend (Mr. T. W. Pierce, of Boston, whose generous offer I refer to without his permission) kindly put his purse at my service to enable me to give the lecture independent of the consideration of expenses, in places where I should think it worth while to do so. I was going to Edinburgh, and as the subject had already been so much talked of there in connection with admitting ladies to the medical classes of the university, I was anxious to give an account of our experiments in giving a general education to the youths of both sexes in common, and asked Mrs. McLaren, the sister of John Bright, through whose urgent entreaties I had been induced to remain in the country for the winter to help in the franchise work, if she could not arrange for the lecture, and that I would be responsible for the expenses. She undertook it, but met many difficulties. The professors, though in favor of the coeducation, declined to take the chair on the ground that they knew nothing of me, and as a last resort she applied to a popular political leader, thinking that his name might at least bring a working class audience. Though the university degrees are always used after a man's name in this country whenever he is announced for any public work, they were omitted from mine on the bills, through fear of frightening the public with the suspicion of strong-mindedness. When I arrived I explained that my university degree was my only guarantee to the public confidence, and that the newspaper notices must not omit it. I found the general feeling was that the uneducated political chairman would ruin the prospect of getting an audience of educational people, and that the holiday festivities were so engrossing everyone, that only a very small attendance could be hoped for. But strange to say, when the evening came, we found an overflowing audience of not less than twelve hundred, and full forty educational people holding platform tickets. The press gave long reports, and the professor who had been first and most urgently solicited to take the chair, and who sat in the back part of the audience, went home and wrote a most regretful and apologetic letter for the course he had taken, expressing his frank commendations of both the matter and manner of the lecture judged by English standards. Next day my friends telegraphed to Aberdeen, and had the lecture arranged there, where I was already known from a suffrage lecture. But here again both my personal and educational friends were afraid to appear in the chair, and a town councillor was induced to preside in virtue of his official capacity. Next I gave a lecture in Manchester, and Leeds friends came over to hear it to make a personal report to their committee, who then ventured to invite me. In each case the interest awakened far surpassed any one's expectation, and the reports given by the press warranted a favorable consideration for the lecture in any place where it was presented. I next gave it at Belfast and Dublin. At the latter place Mr. Pim, the member of Parliament for Dublin, was in the chair. Just at that time Mr. Gladstone's Irish university bill was before Parliament, and as the result of my lecture petitions from Dublin and Belfast were sent to Parliament asking that women might be allowed to matriculate and compete for prizes in the new university on the same conditions as men.

"The bill failed, and the petitions with it; but an educational movement was started, which at present gives a good deal of promise that Queen's College, Belfast, will be the first university in the realm to open its doors to women. I was everywhere surprised at the interest awakened by the facts I gave respecting our system of coeducation, and at the confidence they inspired in the merits of the system. I had prepared the paper with a pretty thorough knowledge of what sort of things affect the English mind. I gave my own statement of facts, and followed that up by citing from the published reports of Mr. Harris, of St. Louis, Dr. Fairchild of Oberlin, and the president of

Michigan University. Such confirmation left no room for distrust, and a fact seldom slips loosely through an Englishman's fingers. Mrs. Grey, who is the virtual head (though the Princess Louise is the nominal head) of the "Educational Union to Promote the Improved Education of Women," came to hear the lecture at St. George's Hall, London, and, stopping to speak with me after it was over, said "I feel much obliged to you for what you are doing. The system is the right one, and must come in time, but I should injure the work I am doing if I should attempt to apply it at present. That must be left for others." But Mrs. Grey grew bold enough at the recent meeting of the Social Science Congress to advocate establishing joint lecture classes for young men and young women.

"Upon educational matters there is great eagerness among the liberal middle classes to hear what we are doing in America, and I am disposed to believe that they are quite ready to overvalue the quality of our work when they hear the facts in regard to it. My lecture was heard in Glasgow by a crowded and eager audience, though there was said to be great prejudice against Americans, and also against women who speak in public. But everything depends upon who takes the matter up. If a man of high social position takes the chair, both the quality and number of the audience are secure, as well as attention from the press, and I found no difficulty in having the expenses of the lecture paid in each place where it was given. In speaking upon education I have always wished it known that I was an American, but in speaking for the franchise I would prefer it not to be known beforehand, for there would naturally be a feeling that I was likely to speak upon a political question from an American point of view."

OUR GIRLS.

JUST now, while there is so much talk on the subject of the health of the girls, does there not a grave duty devolve on the women, who are mostly their teachers?

Ought they not, if they feel the need of such knowledge, to inform themselves fully as to the causes which may injure health, and ought they not by precept and example, to take care, as far as in them lies, that they shall not be reproached with carelessness in regard to their girl pupils?

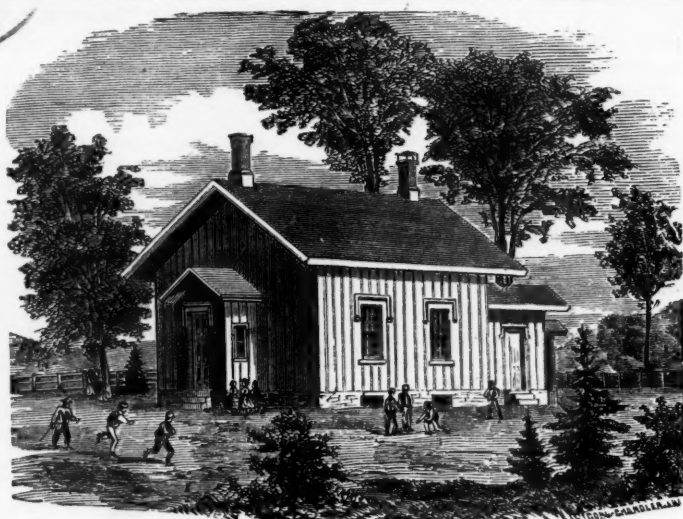
In their just and proper anxiety for the intellectual progress of their pupils they should not forget that they have bodies as well as minds, and that the minds can not work with an imperfect or injured instrument.

There are many things which an intelligent, conscientious and pure-minded woman has the opportunity, as she mingles with her girl pupils, to say to them, which may prevent much illness. It is her business to see whether they are too tightly dressed, whether their feet, skirts or dresses are damp when they come in on a rainy day.

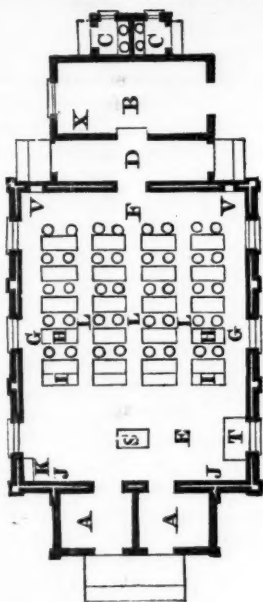
The public opinion of any school is controlled largely, whether she will or no, by the teacher. She has it largely in her power to make it unfashionable, in fact even disgraceful, to wear clothing so tightly drawn as to impede breathing. In fact, she has it largely in her power to make it felt to be a disgrace to be sick.

No one can measure the influence which a competent woman teacher, if she will, may have in the line of health, not only present but future, of the girls under her charge.

Simple rules as to diet, sleep and exercise come often with more authority from her than from the mother. Are our women, the hundred thousand intelligent women who are our teachers to-day, thinking of this question and realizing its importance?"



EXTERIOR VIEW OF A COUNTRY SCHOOL-HOUSE.



Main building 30x24, 13 feet posts.

A A, double porch, 16x6.

B wood-house, 16x12.

D passage, 16 by 4.

E space in front of desks, 10 feet wide.

F space in rear of desks, 3 feet wide.

G G aisles, 2 feet wide.

L L aisles, 1 1-2 feet wide.

H H desks, 3 1-2 feet long.

I I recitation seats.

J J blackboards.

K case for books and apparatus.

S stove.

T table.

V V ventilators.

Ground Plan.

of the school-house, as much as by any other element that enters into the success of the school.

"In building a school-house, three points demand particular attention:—*First*, that the building be so constructed and arranged as to insure to pupils both physical health and comfort; *second*, that it be neat and tasteful; *third*, that it be inexpensive."

The school-houses in a majority of the districts in this State have cost nearly or quite as much as the one here given, and yet they are vastly inferior to it in every element of beauty and comfort. We here have the double porch, affording ample room for entrances and clothes rooms; a school-room sufficiently large to give a plentiful supply of pure air; everything necessary to the health and comfort of the pupils, and a building without pretension, that is really an ornament to the district. The ground plan we present will give sittings for forty pupils.

The seating of the school-house has come to be a very important matter, too. A writer in a late number of

THE SCIENCE OF HEALTH.

says: "One very prominent cause of weak backs and crooked spines is the unhygienic and anatomical seats and benches of our school-houses,

churches and halls. It is impossible for any person to occupy these seats long, without being forced out of shape; and when school children are confined to them for several hours a day for months and years, their backs will inevitably be more or less weakened, with corresponding deformity of body for life."

This evil and danger can now be easily and surely averted. A remedy has been devised in the

GOthic OR TRIUMPH DESK AND SEAT,



as the following testimony will show.

Mr. Wm. T. Harris, Sup't of the St. Louis Public Schools, says:

"The new patent Gothic Desks, with the curved folding slat-seat, with which you furnished the High School, are not only substantial and beautiful, but by their peculiar construction, secure perfect ease and comfort to the pupil, at the same time they encourage that upright position so necessary to the health and proper physical development of the young. These considerations commend this style of desk to all who contemplate seating school-houses."

The following letter, bearing upon the same point, is from Professor W. Clark, President of Franklin Female College, Holly Springs, Miss. He says:

"The 'Gothic Desks' ordered have come to hand. I like them very much indeed. Too much cannot be said in their favor. They are well constructed and cheap, and are made on true physiological principles. They are my beau ideal of what school desks should be. I have occupied and used nearly every kind of school desks that have been made, and I consider the new, patent Gothic Desk superior to any other desk, in every respect. Whenever I want more I shall buy the 'Gothic Desk.'"

AT WORK.

AN efficient county superintendent writes us as follows:

After gathering all the light I can, I shall try to arrange a course of graded study for the schools of this county. The soil is good, but needs deep plowing and a great deal of cultivating to make it produce a crop worthy of itself.

I am also going to labor to bring about, so far as possible, a uniformity of text books for my county. Our teachers are not yet zealous in self-culture. I fear many of them have no ambition beyond getting the small pittance doled out to them as wages—poor wages for poor teaching—a state of things which will continue until a higher ideal of excellence is placed before them. This higher ideal of the teacher's calling can only be brought about by the influence of Normal schools—in hoc signo vinces. The "North Western Missouri Normal School" must be regarded as a fixed fact. You see I have written it in capital letters, inclosing it in quotation marks, to see how it looks. Why do you not give a blast on your bugle horn in favor of it?

Yours,
Chillicothe, Mo., March 20, 1874.

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E. W. KIRKPATRICK Editor.

AUSTIN, TEXAS, MAY, 1874.

TERMS:

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Single Copies 15

A STRONG ENDORSEMENT.

WE take pleasure in presenting to our friends the following letter of encouragement and endorsement from his Excellency Richard Coke, Governor of Texas:

EXEC. OFF., STATE OF TEXAS,
AUSTIN, Feb. 10, 1874.

E. W. Kirkpatrick, Esq., editor and publisher American Journal of Education:

Dear Sir—Yours of 2d inst. is received. In reply I have to say that I am much interested in the educational enterprises of the country, and would say to you that you could select no better field than Texas for your enterprise. You will meet with encouragement, I think, in this State, especially since you are an old Texan. I shall be pleased to further you in any way that I can in your enterprise.

Very respectfully,

RICHARD COKE,
Governor.

The undersigned have for many years been intimately acquainted with E. W. KIRKPATRICK, editor and proprietor of the AMERICAN JOURNAL OF EDUCATION, at Austin, Texas. He merits—and the highest interest of the State demands—that his valuable paper be placed in the hands of every friend of education in the State.

R. D. ALLISON, Senator 21st Dist.
G. A. FOOTE, Rep. 21st Dist.

I have known Mr. KIRKPATRICK most favorably for several years past, and most heartily commend his enterprise to the public.

J. W. THROCKMORTON.

FASHIONABLE READING.

WE have been too modest in our editorial career. We confess it. We promise some reformation—in this direction—just how much we can not now tell. We are determined to furnish a certain amount of spicy, "fashionable reading" hereafter.

What we shall say or do will depend upon circumstances, as "fashions" do change. Mark that chunk of wisdom thrown in gratuitously with the rest.

We have been so modest that we have seldom published the good things our friends have said about us—friends, many of them, whose faces we have never seen, but who, appreciating the work we are doing, in building up our school system, have urged us again and again to let them state it, plainly and specifically.

Now we propose to let them be heard.

Other papers, many of the leading

dailies, weeklies and monthlies, do this.

Five editions of the AMERICAN JOURNAL OF EDUCATION are now published each month.

We never claimed to have over twelve thousand circulation, but we have issued as high as thirteen thousand copies of the AMERICAN JOURNAL OF EDUCATION a month.

Horace Greeley, after carefully investigating the subject, gave it as his conviction that eight persons, on an average, read every paper printed, before it was destroyed. This would give us over one hundred thousand readers, every month.

We do not publish an edition of thirteen thousand each month; but we had calls from thirteen States for over two thousand copies of our last issue more than we were able to supply.

The cuts and plans of school houses—the practical suggestions for teachers and school officers, and the articles by the best writers in the country, on educational subjects, all combine to create this demand, and make this journal a necessity to every teacher.

All these things we have been modest about in the past. We are getting over this drawback now, as will be seen by the following, which we hope our subscribers will show their friends:

FROM NEW YORK.

Please read what Mr. R. G. Clapp, ex-school commissioner of the second district of Oswego county, says of the AMERICAN JOURNAL OF EDUCATION:

"The American Journal of Education is, I judge, from the several educational journals which I have had the pleasure of regularly reading, the best the land affords. It treats of education from a practical standpoint; its style is pleasant, and it seems to be a model in its line; and I would most earnestly recommend every live teacher to read it. Tax-payers, school officers and parents will do their respective parts more effectually and cheerfully if they will read it."

MINNESOTA.

Prof. Wm. F. Phelps, Principal of the First Normal School of Winona, Minn., says:

"I desire to congratulate you upon the high character which the JOURNAL has attained. It has become an acknowledged power, not only in Missouri, but in the great West and Southwest, and you have a right to feel proud of your success. With such able and spirited writers as you are bringing into the service of this Journal, there can scarcely be any limit to the good you will achieve."

TEXAS.

The San Antonio (Texas) Express says: "We have read the American Journal of Education for years, and unhesitatingly pronounce it the best paper of the kind ever published—an excellent guide and adviser to teachers and school officers, and a necessity for every friend of popular instruction."

The editor of the Sherman Register writes us as follows:

"The friends of education in Texas will welcome and aid an enterprise so directly promoting all the best interests of the State. The American Journal of Education is certainly the best educational paper in the United States, and its small price brings it within the reach of every person."

"The American Journal of Education devotes its columns to the educational work of every State in the Union, Texas included, and even foreign countries, forming the most complete record of the progress of civilization ever laid upon our table. Its cost is only \$1 50 a year, and every teacher and school officer ought to have it."

MISSOURI.

Prof. Edward B. Neely, of St. Joseph, says: "Many of the articles published each month are worth infinitely more than the price charged for a year's subscription. No teacher or school officer can afford to do without this jour-

nal, and the teacher who tries to dispense with it will soon find that he or she is behind the times. But not only should every teacher in the State subscribe for and read it, but every school officer, whether he be director of a sub-district or clerk of a township, will find it of great assistance to him in the discharge of his official duties. Each number of the JOURNAL will contain an elevation and ground plan of a school building, designed to accommodate from fifty to six hundred pupils. This is a most interesting and valuable feature. If the school authorities in our country had access to the information which will be imparted in this way, monthly, through the pages of this journal, many serious mistakes in the construction and furnishing of school houses would be avoided."

The Journal of Agriculture says of it: "Comely in appearance, rich in the quality of its articles, earnestly devoted to all true educational interests, it should be found in the hands of every friend of progress in the land. As a medium of educational intelligence, it must become a necessity to every teacher and school director."

HALF-BUILT.

IN our larger towns and cities, if not in four cases out of five, in rural sections, villages and smaller towns also, the boys have to leave school principally by the age of fifteen years. Whatever benefits the school is to give such pupils must be given by the age of fifteen. If four boys out of five leave school about that time of life, and go to work, or if even two-thirds leave so early, or, again, if one-half are compelled by that time to earn their own living, or some part of it, the school should meet the case. In other words, the boy needs arithmetic enough for his uses as a business man, and must get it in school to better advantage than any where else or at any later period.

But here is the problem: Given, a programme of studies which boys and girls of ordinary talents and diligence can not master before they are seventeen years old. Yet a half or more of these scholars must, by painful necessity, leave school two years earlier than this, and stop in the middle of the course—half-way through arithmetic, say in common fractions; in geography, at the map of Europe, or the British Islands, and the rest in the same style.

This is not a mere imaginary case, but a real one. We know it. We can go to the public schools, where it is constantly occurring, year by year. The trustees and principals all mourn over, but do nothing to meet, the difficulty, the great and unmeasurable evil of letting these scholars go out half prepared, half armed for the fight. Thousands and tens of thousands are thus the sufferers in our large cities every year. All they learned was good; they did not learn what they needed most of all, most urgently, viz.: in arithmetic, U. S. money, with percentage in its chief applications.

Mere utilitarianism, in its narrow views of what will pay, is purling, paltry and mole-like. It is the whole man that should be cultured, in God-like symmetry, for this life and all the future. But the evil, the sore evil we wish to point out, is that of sending or letting out the youngster at this necessarily early age without enough done in the most essential studies to float him off. Such a half-taught schol-

ar's intellect is like a half-built ship or steamer, not fit to launch, but far too costly in substance, outlay and results to lose. Or, to put it in another light, a scholar at such a stage of education is only half baked, and it is a damage to the flour to do only so much with it, and a fraud to the purchaser to put it off on him or to let him receive him as a well baked loaf.

Adaptation is the urgent need here. Adapt the course to the scholar's necessities. Adapt the book, the teaching, to the scholar's limited opportunities. The bed must be chosen to fit the boy. The scholar certainly can not be stretched to fit the very lengthy bed. As the Sabbath was made to bless man, and man was not created solely to keep the Sabbath, so the educational forces and tools were raised and made and paid to benefit their subjects, the pupils, as much as possible. Very clearly, the scholars were not created, reared, clothed, fed and all, expressly to uphold any grandiose schools.

WORK TO BE DONE.

THE work to be done by teachers, school officers and the friends of our public schools, is so clearly and definitely defined by the several provisions of the school law, that it would seem unnecessary to call attention to this matter further; but the facts developed by the reports of county superintendents show that a large number of school districts were not organized last year, and so failed, of course, to secure any of the public money to sustain their schools.

The people who thus wronged themselves and their children did not, however, escape taxation; they were taxed to pay the expenses incurred in sustaining schools in other places, but were, by their want of interest and inaction, deprived of the use of their own money. These things ought not so to be. The property of the State should educate the children of the State. The property of non-residents which, like all other property, is enhanced in value by the thrift and intelligence of the people growing out of good schools, should be taxed to help defray the expense of sustaining good schools. There is no reason existing now to prevent a proper legal and lawful organization of every school district in the State, and we call upon the friends of education to see that it is done.

BE CAREFUL.

IT is a mistake to suppose that anything is really gained in hastening a child's education by stimulating it to undue exertion. Experience has demonstrated that a few hours of study a day, supplemented with proper physical exercise, result in more thorough and permanent unfolding of the faculties than many hours of close application alone. A child is really better educated for not being pushed on too fast. Besides, what is the use to a man or woman of a mind crammed with learning and versed in sci-

ence and metaphysics, if bodily health be wanting? A bad digestion and a head never free from pain will paralyze the brightest intellect, and render unavailable all the dear-bought acquisition of years. A comparatively limited education, backed by a strong and vigorous physical constitution, will accomplish far more in the battle of life than the greatest acquirements coupled with feebleness and ill health. The able men and the influential women of the day are not those who have had the most schooling, but those whose bodily strength enables them to endure the most mental as well as physical fatigue.

MORE SWINDLING.

A COUNTY Superintendent in Kansas writes as follows:

"Please give me your opinion as to the utility of 'Wood's Mathematical Charts' in the schoolroom. About a dozen districts in this county have them, but I can not see that they are adapted to the wants of our schools, and therefore advise teachers not to waste time upon them. Five agents were in the county at one time selling them, but they carefully avoided me, saying to school boards, when asked my opinion about them, that the law prohibited the superintendent from recommending them. They were sold here at \$34 per set. R. C. C.

It seems a pity, after all that has been published upon these *map* and *chart* swindlers, that directors should fool away the money of the people and the time of the children on these worthless things. Superintendent Bateman of Illinois and Superintendent Monteith of Missouri have both exposed these swindling agents, and we have printed these exposures several times. School directors had better order as advised from some responsible school furnishing house.

EDUCATION VS. SICKNESS.

FROM a recently delivered address of Prof. C. F. Chandler, of Columbia College, New York, we extract the following:

"In 1872 the number of deaths in New York was over 32,000 in a population of 1,000,000, or, as it is technically spoken of, 32 per cent. in the thousand. It is important to know how this death rate is distributed among the ages, as it is the first point in determining how to prevent death, and we find to our horror that nearly one-half the deaths are of children less than five years old, showing that the causes leading to this great death rate are dependent not so much on the action of persons themselves as of those who should care for them. Between the ages of five and twenty, 121-2 per cent. more die, so that before reaching manhood 62 per cent. of our population dies. For the remaining period it is distributed more equally; from twenty to twenty-five about 5 per cent.; from twenty-five to thirty, 5 per cent.; from thirty to thirty-five, about 5 per cent.; from thirty-five to forty, a little over 4 per cent.; from forty to forty-five, a little less than 4 per cent.; from forty-five to fifty, 3 per cent.; from fifty to fifty-five, the percentage is 2 1-2; from fifty-five to sixty, 2 1-2; from sixty to seventy, about 2, and from seventy to seventy-five, a little over one per cent. Then the number falls off. In fact, all but 5 per cent. die before they reach three score and ten."

Now, no one of us supposes that this result is a necessary one. We know that disease is simply the result

of the violation of physical laws. We know, also, that although some would violate these natural laws if they knew them, so large a majority as this would not. The conclusion seems inevitable that the large amount of sickness which such a report shows is mostly the result of ignorance.

It may be replied that in civil life we find every day deliberate violations of civil laws which are perfectly well known; *e. g.*, every boy who steals apples knows that there are laws against stealing, or rather laws which will act against the stealer. But—and this is a large *but*—every boy knows also that there is a fair chance that he will not be caught, and thus a fair chance that he will not be punished. No boy would be so foolhardy as to steal, if he were perfectly sure that a policeman at arm's length were carefully observing his movements, and that no amount of tearful pleading could prevent him from being sentenced.

And so with most other crimes against the State. Either the offender is ignorant of the law, or else he hopes to escape the penalty of its violation.

But in the case of the violation of physical laws, no escape from the penalty is possible. We are dealing here with the soulless forces of matter, and no tears or prayers will avail the offender.

We plant our dwellings in the midst of a swamp, and are racked with fever and ague; we spend a summer night on a rice plantation, and the terrible "country fever" destroys, if not our lives, at least all prospect of any future usefulness; we allow our sewers to become clogged up, and typhoid fever and cholera carry off our children by the hundreds; we expose the little ones to undue cold, and weaken their systems by undue indulgence, and the croup or cholera morbus takes them from us. We yield to their tears and entreaties to be allowed to do what we know is unreasonable and improper, but nature does not yield to our tears when we ask that they be spared to us.

Her laws are inexorable.

Now, if this wide-spread disobedience of physical laws is due to our ignorance of them, our knowledge of them will tend to prevent it; and if it is due to the want of knowledge of the fact that these are inexorable, that they demand "an eye for an eye, and a tooth for a tooth," knowledge will equally tend to prevent it. In either case, education is the remedy. And we do not refer here simply to education in the mechanism of our own bodies. Any real education, in whatever line, provided it be education, and not the mere acquiring of facts, will help along the day when man shall live to three score and ten, and leave the world "somewhat the wiser for his living."

Get the school directors to subscribe for the JOURNAL, so they may keep posted as to their duties, and see what is being done for schools in this and other States. Terms \$1 50 per year in advance.

Texas.

HON. O. HOLLINGSWORTH, State Superintendent of Public Instruction in Texas, asks for a hearty co-operation on the part of County Superintendents and other school officers, in carrying out the important provisions of the school law of the State. He says:

"Trustees are authorized to employ teachers at reasonable rates. They may either agree on a monthly salary or a monthly rate for each pupil. Due care should be exercised in this regard, as the salary must be paid by the State, and part by the inhabitants of the District. The trustees should exercise economy, should be vigilant, and require schools to be conducted according to the regulations of the Board of Directors.

(The schools must continue, when opened, for four consecutive months, unless some cause intervenes that renders it impracticable. In such cases, the remainder of the term may be taught at a subsequent period.)

Four weeks are, for the present, to be regarded as a month, under the law.

Teachers' certificates are valid only in the county where issued.

Teachers' accounts for services, rendered according to the provisions of the new law, are payable in the county where the service may be rendered.

(Payments of teachers, for services rendered under the present law, will be made in part by the State school fund due the several counties, as soon as the Legislature prescribes the basis on which the five hundred thousand dollars State fund, appropriated for the payment of teachers, is to be apportioned to the several counties. This amount will pay a portion of teachers' salaries. Any deficiency must be supplied by a special school tax, levied on the inhabitants of the school district where such deficiency exists. From the returns in this office, there are over two hundred and fifty thousand children within the scholastic age. The five hundred thousand dollars appropriated for payment of teachers for the scholastic year ending August 31, 1874, when apportioned, would allow less than two dollars to each child, from the State fund. The balance necessary to support the public schools for four months must be raised by special taxation in each district.)

All taxes levied by Boards of Directors shall be assessed and collected as other taxes, by the officers charged with that duty. According to a recent opinion of the Attorney General, the Boards of Directors levy the tax and cause it to be collected.

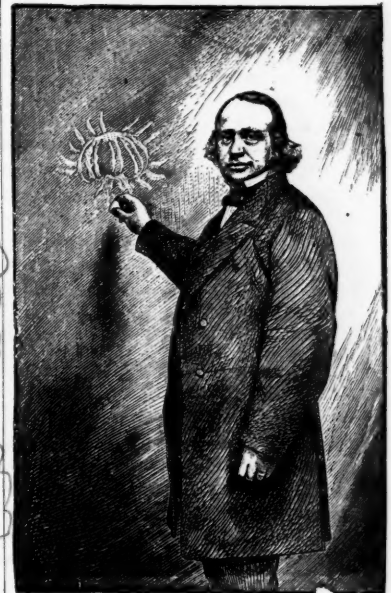
Claims for former service, that have been approved by the late Superintendent, prior to the twenty-second of January, need no further approval at this office.

(Presidents of Boards of School Directors are *ex officio* County Superintendents, and as such their pay accounts will be approved at the rate of four dollars per day for every whole day. Parts of days may be included. County Superintendents may receive pay for as many as thirty days in such capacity; and as many as twenty days as member of Board of Directors.)

(When a free school is blended with a private school, according to the provisions of section thirty-seven, Act of May 22, 1873, the principal of such school must receive pupils within the scholastic age free of charge. The number of pupils which he will be allowed to receive, and the control and supervision of the school, will be regulated by the Board of School Directors. The pay of such principal, for services in the free school department, will be fixed by the Board of Trustees of the district.)

Your Postoffice Address.

We have a large number of postal card inquiries on various matters of importance to our friends, but the name of their postoffice is not given, and of course we can not answer them. Will you please give us your postoffice address and your name too, plainly written? If so, we will try and answer all inquiries promptly.



THE AGASSIZ MEMORIAL.

Louis Agassiz, teacher. This was the heading of his simple will; this was his chosen title; and it is well known throughout this country, and in other lands, how much he has done to raise the dignity of the profession, and to improve its methods. His friends, the friends of education, propose to raise a memorial to him, by placing upon a strong and enduring basis the work to which he devoted his life, the Museum of Comparative Zoology, which is at once a collection of natural objects, rivaling the most celebrated collections of the Old World, and a school open to all the teachers of the land.

It is proposed that the teachers and pupils of the whole country take part in this memorial, and that on the birthday of Agassiz, the 28th day of May, 1874, they shall each contribute something, however small, to the Teachers' and Pupils' Memorial Fund in honor of Louis Agassiz; the fund to be kept separate, and the income to be applied to the expenses of the Museum.

JOHN EATON,
Com. of Education, Washington, D.C.

JOSEPH HENRY,
Sec. Smithsonian Institution.

JOSEPH WHITE,
W. T. HARRIS,
EDWARD J. LOVELL,
JOHN S. BLATCHFORD,
JAS. M. BARNARD.

All communications and remittances for the "Teachers' and Pupils' Fund" of the "Agassiz Memorial," may be sent to the Treasurer,

JAS. M. BARNARD,
Room 4, No. 13 Exchange street,
Boston.

LET it be remembered that an ignorant man or woman is always and everywhere helpless. An ignorant people are always and everywhere a helpless and unproductive people.

No intelligent man will find fault with legitimate taxation for legitimate purposes, and no investment pays better than the money expended to educate the people.

THE STATE UNIVERSITY.

RECENTLY we spent a day or two in Columbia, and improved the opportunity thus afforded to look through the State University.

We were, we confess, greatly surprised and pleased by the evidence on every hand of the substantial growth and progress of the University. Students have been gathered from every part of the State, so that the numbers now enrolled in the several departments reach about six hundred. Its equipment and means of instruction are of a very high order, affording every facility for the study of all subjects coming within the sphere of a practical and liberal education.

Those who are conversant with the state of affairs when Dr. Read accepted the position of President of the University, are aware that there was not much but faith and a great necessity to build upon.

Dr. Read brought to his work a large experience, as he had been connected with the leading literary institution and education of the country for more than forty years. He brought, too, vast capacity for labor, great administrative ability, and a wonderful activity of mind, with fixed habits of punctuality, such as any thorough business man cultivates and insists upon. Experience and observation placed him fully abreast with the great educational movements of the day. We doubt whether the curators could have laid their hands on another man who combined the qualities which could, with the elements they had to contend with, insure success. In this work of reconstruction Dr. Read has been the inspiring genius—the very Bismarck—until now the University has acquired a reputation abroad, as well as at home, which is an honor to Missouri; and all this has been accomplished in an incredibly short space of time, when we consider what there was—or rather what there was not—to begin with, and consider, too, that institutions of this class are proverbially of slow growth.

Dr. Read has been assisted by an able faculty, and by strong friends of the University in Columbia and other parts of the State. The University, under the constitution, forms a part of the State system of education, and for many reasons requires to be carefully looked after. Its proper administration is a matter of concern to the whole people, and it must not be made the football of either or any political party. We have received several communications commenting severely on the action of the Legislature in increasing the number of curators.

The people, the students and the faculty were, with extraordinary unanimity, for Dr. Read's re-election, and when the result of the meeting of the curators at Rolla was telegraphed to Columbia, there were speeches made, cannon fired, and every exhibition of joy manifested.

We shall discuss this matter more at length in subsequent issues.

Christian College and Stephen's College are both very popular and are ably and liberally conducted in the interests of the higher education of women; but we endorse the views of President Warren, of Boston University. He says in regard to the coeducation of the sexes, that a university should not be instituted and endowed "for the benefit of a class. It is the highest organ of human society for the conservation, furtherance, and communication of knowledge; for the induction of successive generations into its possession; for the service of mankind into all highest social offices. To artificially

restrict the benefits of such an institution to one-half of the community, by a discrimination based solely upon a birth distinction, is worse than un-American. It is an injury to society as a whole, a loss to the favored class, a wrong to the unfavored. Boston University, therefore, welcomes to all its advantages young women and young men on precisely the same conditions. It welcomes women, not merely to the bench of the pupil, but to the chair of the professor."

The University of the State of Missouri, under Dr. Read, does all this.

THE ALEMBIC OF NATIONAL WELFARE.

THE only way to avoid the evils of ignorance is to adopt a compulsory system of education. We must "pass the entire population through the alembic of the public school." Such are the views set forth in one of the popular periodicals a short time since.

When I was reading this lately, and found the term *alembic*, it seemed an excellent term to use, in order, by the metaphor, to express the transforming power of our educational institutions.

With a view to ascertain and use the best meaning of the term *alembic*, I went to the dictionary and the cyclopedia, and found that the *alembic* is now disused, as other articles have been invented more effective for extensive use. The *alembic* was used in distilling, drop by drop, converting the more volatile body into a vapor by means of heat, and condensing this product.

The world of ocean-waters is a vast *alembic*. The sun supplies its ocean-flood of heat poured down with temperate warmth or with tropical ardor over many thousands of square miles during the long days of sultry summer. What is distilled? The invisible and innumerable drops of vapor, rising often unseen, and, when seen, in light wreaths, fine as a bridal veil, pass up into the cooler air, and there condense into larger drops, and cling together as clouds. Hence, the rain. Hence, the dew. Nature distills them from her *alembic* perpetually, and on a world-wide scale. Wherever she finds the surfaces of fluids, she sets up her distillation, from the foulest of morasses, the most loathsome of rotten fens.

From plants are distilled essences; from vegetables and animal bodies are distilled the volatile fluids and gaseous matters; from wood are distilled tar, naphtha, pyroligneous acid; from bituminous coal, coke, coal tar, ammoniacal liquids, inflammable gases. If the article remains a liquid, it is called a distillate; if it becomes a solid, it is termed a sublimate.

Or, to make it clearer to many of our readers, we invite them to go to the druggist, and see him distil cologne water and many other delicate products. Some of our more thorough readers will wish to get a glass retort and receiver, or flask and bent glass tube, to experiment with them.

Now, to apply the metaphor. The various races that meet and mingle

here are heterogeneous, and, as such, need to be made homogeneous, or, in more familiar phrase, to be first or last completely Americanized. Webster's spelling book, sold by millions of copies, has nationalized the spelling and the pronunciation of our language, so that our distinctive Americanisms are local and vanishing, rather than general and firmly rooted. The rapidity, the irresistible power of our national life is felt by all foreigners, especially from lands of a different tongue. The German immigrants may speak only the mother tongue here, though most pick up all the English they can. But the German immigrants' children each and all learn English, and oftenest unlearn and lose what little German their parents spoke, especially in larger cities and towns.

The certainty, the necessity, the duty, of being so far Americanized as to be good citizens, can be denied by no sound thinker, by no true patriot. Ignorance must not hinder it. Sect must not raise a barrier against it. Caste must not stand aloof. Party must not attack it. The good citizen is the product of universal education. No other *alembic* can produce good citizens, sufficiently intelligent to know their rights and their duties; sufficiently fraternized as a band of brothers, graduates from that most beneficent alma mater, the public school, to unite always for justice, law and liberty. Let the *alembic* transform and perpetuate good citizenship; let it consume all worthless, all deadly refuse.

L. W. HART.

Brooklyn, N. Y., April 20, 1874.

LOUISIANA.

WE find in the New Orleans *Times* of late date, received through the courtesy of Hon. R. M. Lusher, an interesting account of the commencement exercises of the Peabody Normal Seminary. The *Times* states that the pupils in attendance at the seminary for the session just ended numbered one hundred and seventy. The new session has just commenced with fully as large a list of scholars. All graduates of high schools are received and are trained to be teachers, free of cost. George Peabody is dead in the body, but he lives daily and nobly in the generous consecration of his great fortune to the education of the teachers of the South.

The large audience convened to witness the exercises were addressed by Prof. W. C. Rogers and several other gentlemen, the theme naturally being the dignity, responsibilities and trials of the teacher's profession; the special importance to Louisiana of good schools and good teachers; the fair promise held out by the graduating classes of this seminary toward accomplishing this honorable mission, and well merited words of encouragement and praise to pupils and teachers.

Mrs. Kate R. Shaw, an accomplished teacher, is the Principal of this school.

Hon. Wm. G. Brown, State Superintendent of Public Education, says

very justly, we think, that "while it is desirable to have as many schools in operation as it is possible to maintain with the revenue at command, it is unwise and very prejudicial to our interests to establish and maintain schools at the expense of the teachers—which is the case whenever their salaries are in arrears. Carefulness on the part of the board in incurring obligations and prompt payment of all indebtedness, will secure the confidence of the community, the best grade of teachers for our schools, and the greatest efficiency for our work."

It is said that the last number of *Harper's Weekly* contains more reading matter than an average octavo volume. The most popular authors of England and America write constantly for the *Weekly*. As a journal of choice reading, combined with artistic attractions of the very highest order, it leaves every competitor in the distance, and is doubtless the best and cheapest periodical in the world.

BOOK NOTICES.

PHILOSOPHY OF ENGLISH LITERATURE—A Course of Lectures delivered in the Lowell Institute. By John Bascom. 12mo, pp. xii. 318. New York: G. P. Putnam's Sons. For sale by Gray, Baker & Co. Price, \$1 75.

We have in these twelve lectures a most scholarly and finished discussion of the determining and shaping principles of our best literature.

The influences which helped to make Shakespeare and Pope and Johnson and Scott and Byron are carefully traced, and the volume gives a far more satisfactory and instructive presentation of the general subject of English literature, historically viewed, than any of the many recent works which simply register the names of authors, outline their biographies, and diversify with fragmentary selections from their works. It is admirably printed and well bound, as are all the books of this firm.

We invite the attention of teachers and others to the following list of scientific works lately issued by the same house, entitled "Putnam's Elementary Science Series." Printed uniformly in 16mo, fully illustrated, 75 cents each:

1. PRACTICAL PLANE AND SOLID GEOMETRY. By H. Angel, Islington Science School, London.
2. MACHINE CONSTRUCTION AND DRAWING. By E. Tomkins, Queen's College, Liverpool.
3. ACOUSTICS, LIGHT AND HEAT. By William Lees, A. M., Lecturer on Physics, Edinburgh.
4. ORGANIC CHEMISTRY. By W. Marshall Watts, D. Sc., (London,) Grammar School, Giggleswick.
5. GEOLOGY. By W. S. Davis, LL. D., Derby.
6. MINERALOGY. By J. H. Collins, F. G. S. Royal Cornwall Polytechnic Society, Falmouth.
7. ANIMAL PHYSIOLOGY. By John Aggell, Senior Science Master, Grammar School, Manchester.
8. SYSTEMATIC AND ECONOMIC BOTANY. By J. H. Balfour, M. D., Edinburgh University.
9. NAVIGATION. By Henry Evers, LL. D., Plymouth.
10. NAUTICAL ASTRONOMY. By Henry Evers, LL. D.
- 11a. STEAM AND THE STEAM ENGINE—Land and Marine. By Henry Evers, LL. D., Plymouth.
- 11b. STEAM AND STEAM ENGINE—Locomotive. By Henry Evers, LL. D., Plymouth.
12. PHYSICAL GEOGRAPHY. By John Macturk, F. R. G. S.
13. PRACTICAL CHEMISTRY. By John Howard, London.

26. ASTRONOMY. By J. J. Plummer, Observatory, Durham.
 25. QUALITATIVE CHEMICAL ANALYSIS. By Prof. J. Butstein.
 "They contain more information for the price than anything we have yet seen."

SEX IN EDUCATION.

I. *Sex in Education*; or, A Fair Chance for the Girls. By Edward H. Clarke, M. D. Boston: James R. Osgood & Co. 1873.

II. *The Education of American Girls*; Considered in a Series of Essays. Edited by Anna C. Brackett. New York: G. F. Putnam's Sons. 1874.

III. *Sex and Education. A Reply to Dr. E. H. Clarke's "Sex in Education."* Edited with an introduction by Mrs. Julia Ward Howe. Boston: Roberts Brothers. 1874. For sale by Gray, Baker & Co.

There are times in the history of the world when the elements are so wrought up into a tension that a very small matter may furnish the occasion of an immense explosion. So it is even in smaller affairs. Just at the close of last year, the question of female education had reached nearly the height of its tension. What with the simultaneous movement all over the civilized world toward the political emancipation of women, and especially the phase of the same movement in this country—what with the pressure that followed for admission of women into our higher institutions of learning and the general yielding on the part of Western institutions, which made the contest very bitter in the East,—the public had become so sharply divided on the question that any new development on either side was calculated to make a sensation. At this moment appeared Dr. Clarke's "Sex in Education," taking the modern psycho-physiological basis, holding the doctrine that body and the correlations of its forces determine mind, and conversely that the force consumed in mental exertion is subtracted from physiological development. In a very direct and plain spoken manner, and with not a little of the professional *ex cathedra* flourish, he stated the prominent physiological facts of the female organism and drew inferences from these hostile to the present system of education, and especially to the system of coeducation. The book is certainly a remarkably fine specimen of plausible statement. Taking his seat firmly on the principle that females beyond a certain age should be careful of themselves at certain periodic intervals, and after impressing this on the mind very vividly by means of a few clinical cases minutely described, he proceeds to draw conclusions against any system of education that undertakes to educate girls in the same way as boys. This he calls "identical coeducation." Amplifying this conclusion at certain favorable moments when he has made a point in the mind of the reader in reference to some aggravated case, he gradually builds up and strengthens, in the minds of the unwary, the impression that the coeducation of the sexes in one institution is utterly to be avoided, and spreads a sort of doubt

over the whole problem of female education.

There should be a week of rest every month to girls, in which they should not study. This forms his major premise, and with it he concludes that coeducation is impracticable for the reason that such respites on the part of the girls would hinder the progress of the rest of the class. But he does not seem to note the important fact that such a major premise allows just as logically the conclusion that all class recitation whatever must be given up for girls, inasmuch as they must be so irregular in their attendance that the class work as such cannot be brought up to an efficient tension. At least this would be the case in classes formed of girls alone, if it were true of mixed classes. Hence, the school must be given up and the private tutor adopted for the education of girls after their fourteenth year. If this is not an attack on the cause of the higher education of women, it would be very difficult to conceive of one. The psycho-physiological characteristic of the male is persistence, and that of the female, periodicity, he tells us. It would seem from his repeated asseverations that woman has the right to the highest education and the ability to obtain it "in her own way," that Dr. Clarke understands little of the necessities of school organization. Otherwise he would perceive that he strikes not so much against the coeducation of the sexes as against the coeducation of the females with each other, and, in fact, opposes class instruction altogether for girls.

The materialistic tone of the work shocks the sensibilities far more than its conclusions. To preach up the subordination of mind and its culture to the organization of the body chills and represses aspiration. If we are brothers and sisters to the worms and alike with them the children of the clods of the valley, what matters it whether we live long or live well? The tone of medical works in our time is mostly in this materialistic strain of Dr. Clarke's "chiefly clinical" essay.

To use the language of Mrs. Dall, "Women read this essay with personal humiliation and dismay. A certain materialistic taint is felt throughout the whole, such as saddens most of our intercourse with our young physicians."

The conclusions and applications of Dr. Clarke's principles are directed against mixed schools. But, as before remarked, they in fact bear against all girls' schools wherein there is a regular course of study and classification of pupils. He says (p. 122) in unmistakable language: "It is against the coeducation that physiology protests; and it is this identity of education, [N. B.] the prominent characteristic of our American school system, that has produced the evils described in the clinical part of this essay, and that threatens to push the degeneration of the female sex still further on." One can not help suspecting, when he reads

in the special chapter devoted to "Coeducation" the statement that "Harvard College could not undertake the task of special and appropriate coeducation, in such a way as to give the two sexes a fair chance, * * * without an endowment additional to its present resources of from one to two millions of dollars," that the animus of the book, after all, is a desire to make a sortie against those who are besieging Harvard for the admission of women to its privileges. If this suspicion be well grounded, we have a key to the glaring sophistry which urges here and there some concession to the cause of the advocates of female education,—for example, he claims again and again, that "the loftiest heights of intellectual and spiritual vision and force are free to each sex and accessible by each,"—and yet removes the only ladder to those heights which there is for women, and does not give us a hint of another. He opposes the argument against coeducation drawn from "danger of impurity," trusting that his physico-psychological conclusions will stand all the firmer by this concession. As Mr. Higginson points out in his essay, the clinical cases upon which he rests his argument are only seven cases in number, and of these one is the case of an actress and one that of a clerk. I do not find any cases pointed out as specially occurring in mixed schools.

In the second of the books named at the head of this article, "The Education of American Girls," we have a dignified and thorough investigation of the entire subject of female education, including all the phases touched upon by Dr. Clarke, and what he has omitted, as well. The opening article by the editress is in itself an exhaustive treatise on female education of such depth and soundness that its like can not be found in any language. It takes up first the side of physical education and considers the questions of food, clothing, sleep, exercise, etc., in a very direct and practical manner, and at the same time with great delicacy. It then successively treats of mental and moral education, going down to first principles in a way that no other has done. Her work as translator of Rosenkranz's *Pedagogie*, the deepest work yet published on the philosophy of education, shows itself in the general outline of the treatise which she contributes to the book. We hope to see this portion of the book republished by itself. The succeeding essays of the book indicate more clearly the influence of Dr. Clarke's book upon their opinions. Yet none of them are partisan, none of them flip-pant in allusions to any of the positions taken by him. Mrs. Ednah D. Cheney contributes "A Mother's Thought," Mrs. C. H. Dall an essay on "The Other Side," Dr. Mary Putnam Jacobi of New York an elaborate essay on the physiology and hygiene of women when subjected to mental exertion. The latter essay may be considered a valuable antidote to the extreme opinions put forth by Dr. Clarke. Lucinda H. Stone gives in-

teresting original experiences, which tend to undermine the high estimate Dr. Clarke would have us place upon the physique of the women of the harem. Mary E. Beedy gives an account of the education of girls in England. She has earned the reputation of being the most sagacious and self-poised of all observers that have written upon English life. Her reputation is fully sustained in the present essay. The English are emphatically the people of Europe who give most attention to physical health and who have the best national physique. Plumpness, roundness of form and rosy complexions are with them the *sine qua non*. Girls' schools, accordingly, must be conducted so as to secure these things. The following regime is said to be observed in schools and private families of the middle and higher classes. For girls under eighteen, the older go to bed at nine o'clock, and the younger ones at half-past eight or eight. None rise before six. A plenty of sleep lays the basis of a strong physique. Then warm clothing is insisted upon, and properly ventilated rooms. After meals no heavy work is allowed, and after dinner no study of an absorbing nature.

Mrs. Ogden N. Rood gives an account of the education of German girls. Their regime is much the same as that of the English girls.

Pertinent statistics are given from Mount Holyoke, Michigan University, Oberlin and Antioch Colleges, in the latter part of the volume. A special review of Dr. Clarke's "Sex in Education," by the editress, closes the volume.

We may say in conclusion that no teacher of girls can afford to be without this work. Indeed, we think that the work of Dr. Clarke and the books called out by it furnish a department of pedagogical literature that all well informed teachers must possess.

W. T. H.

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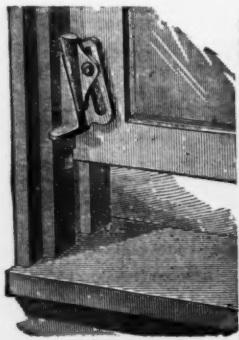
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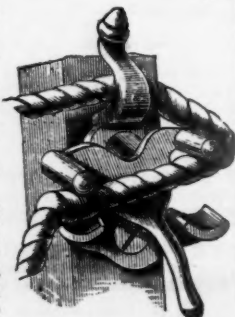
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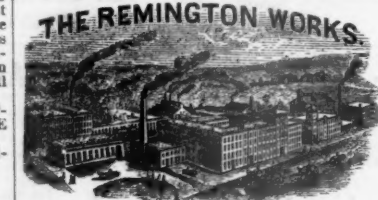
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Dubuque Ex., via Clinton	10:45 p m 16:30 a m
Omaha Night Mail.....	10:45 p m 16:30 a m
Sterling Passenger.....	*3:45 p m *11:00 a m
St. Charles and Elgin Acc.	*5:15 p m *8:45 a m
FREEPORT LINE—DEPOT COR. WELLS AND KINZIE	
Maywood Passenger.....	*7:30 a m *9:15 a m
Freeport and Dubuque Ex	*9:15 a m *3:35 p m
Freeport and Dubuque Pass	*9:15 p m *6:15 a m
Elmhurst Passenger.....	*12:00 m *1:45 p m
Rockford and Fox River..	*4:00 p m *10:45 a m
Junction Passenger.....	*5:30 p m *8:15 a m
Lombard Passenger.....	*6:10 p m *6:50 a m
MILWAUKEE DIV.—Depot cor. Canal and Kinzie.	
Milwaukee Passenger.....	*8:00 a m *10:30 a m
Milwaukee Express.....	*9:30 a m *4:00 p m
Afternoon Express.....	*5:00 p m *7:30 p m
Evanston Passenger.....	*11:45 a m *1:55 p m
Highland Park Accom.....	*1:00 p m *3:40 p m
Milwaukee Night Express	11:00 p m 5:00 a m
MILWAUKEE DIV.—Depot cor. Wells and Kinzie.	
Kenosha Passenger.....	*4:10 p m *9:00 a m
Waukegan Passenger.....	*5:30 p m *8:25 a m
Highland Park Passenger	*6:20 p m *7:30 a m
WISCONSIN DIV.—Depot cor. Canal and Kinzie.	
Green Bay Express.....	*9:40 a m *7:00 p m
Madison and Elroy Ex....	*9:40 a m *7:00 p m
St. Paul Express.....	*10:00 p m *7:15 a m
Marquette Express.....	*9:40 p m *6:45 a m
Woodstock Accom.....	*3:30 p m *10:25 a m
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Barrington Passenger.....	*6:25 p m *7:45 a m

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